DOCUMENT RESUME

ED 296 085 CE 050 277

TITLE	A Guide for Funding At-Risk Youth Programs with Carl Perkins and Job Training Partnership Act Funds. TEA Division of Program Planning: Dropout Prevention and Recovery.
INSTITUTION	Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE	87
NOTE	53p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Dropout Programs; Dropouts; Educational Legislation; *Federal Aid; Federal Legislation; *Financial Support; Fund Raising; *High Risk Students; *Job Training; Out of School Youth; Postsecondary Education; School Districts; Secondary Education; Youth Programs
IDENTIFIERS	*Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982; Texas

ABSTRACT

This guide is designed as a practical tool for those who wish to meet the requirements of House Bill 1010 and Texas State Board of Education rules that mandate district dropout programs for at-risk youth. This audience includes school district superintendents, at-risk coordinators, vocational education administrators, private industry council directors, and Education Advisory Subcommittee chairpersons. Section I introduces local contacts who can ease the process of planning and coordinating education and job training funds and programs. Section II offers field-tested ideas for planning a program to serve at-risk youth using Carl Perkins and Job Training Partnership Act (JTPA) funds. Section III answers questions that potential service providers ask most often. Section IV provides a more detailed explanation of the funding, service delivery, and planning systems of the Carl Perkins Act and JTPA. Appendixes include a chart outlining the Perkins Act and JTPA, a chart of eligibility criteria, a discussion of other eligibility issues, and a service delivery area map and contact chart. (YLB)

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A Guide for Funding At-Risk Youth Programs

ED296085

TEA Division of Program Planning:
Dropout Prevention and Recovery

With Carl Perkins and Job Training Partnership Act Funds

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A GUIDE FOR FUNDING AT-RISK YOUTH PROGRAMS

with Carl Perkins and Job Training Partnership Act Funds

This manual was developed under a joint Texas Education Agency - Texas Department of Community Affairs Resource Assistance Contract, the purpose of which is to facilitate the coordination of the education and job training systems to better serve at-risk youth in Texas.

Our appreciation goes to Robert Martin, Jim Boyd, Cynthia Mugerauer, and Dale McCollough of the TDCA Training and Employment Development Division, without whose guidance and information this guide could not have been produced. The TEA Program Planning staff would also like to thank Robin Roberts of the Texas Higher Education Coordinating Board for her invaluable aid in researching and writing parts of this manual.

ACKNOWLEDGEMENTS

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This manual was developed with the valuable input of practitioners familiar with the vocational education and job training systems, in keeping with the philosophy of coordination set forth in The Job Training Partnership Act and the Carl D. Perkins Vocational Education Act. The staff gratefully acknowledges the following people for the time and effort they dedicated to produce this guide:

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PREFACE

The following user's guide was developed with one major goal in mind:

To simplify the process of applying for, using, and coordinating Carl Perkins and Job Training Partnership Act funds to better serve at-risk youth.

This guide was designed as a practical tool for those who wish to meet the requirements of House Bill 1010 and Texas State Board of Education rules (19 TAC 75.195, Alternatives to Social Promotion) which mandate district dropout programs for at-risk youth. This audience includes school district superintendents, at-risk coordinators, vocational education administrators, private industry council directors, and Education Advisory Subcommittee chairpersons.

The manual encourages local program planners to coordinate planning and implementation of the education and job training systems. **The Job Training Partnership Act primarily targets economically disadvantaged youth, while the Carl Perkins Vocational Education Act targets educationally disadvantaged vocational education students. The two funding sources, however, can often be combined to better serve both target populations.**

Local collaboration and networking are the most crucial elements of successful planning and coordination of programs. This guide is only the first step in establishing such networks; it offers suggestions which are meant to stimulate further discussion and exploration.

The intention of the Texas Education Agency and the Texas Department of Community Affairs is to encourage and augment local collaboration. Please call the TEA Division of Program Planning at (512) 463-9512 or the TDCA Training and Employment Development Division (Planning, Evaluation, and Coordination Section) at (512) 834-6092 if you need our assistance.

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INTRODUCTION

A CALL TO SERVE AT-RISK YOUTH

An alarming number of Texas youth do not complete high school. If current dropout patterns persist, many future workers will lack the basic education skills or entry level competencies necessary to work productively.

Texas, like many other states, is actively pursuing a state policy agenda to address the needs of youth at risk of not graduating from high school. The recently enacted "Dropout Reduction Bill" (House Bill 1010) and Texas State Board of Education Rules, Alternatives to Social Promotion, reflect this policy. In a climate of educational reform and economic concern, the job training and education systems are organizing at the state and local levels to pool effectively resources in order to meet the education and employment needs of the expanding dropout and at-risk student population.

Dwindling federal resources and a sharp reduction in general revenues force state government to review programs for maximum benefits and minimum additional funding. As oil becomes a more precarious source of state income, Texas must increasingly rely on developing its human resources. Two major funding sources for this development are the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act; their coordination can provide significant benefits for disadvantaged youth in Texas.

COORDINATION OF EFFORT

It has been said that dropout prevention and recovery are community issues and thus require a community solution. Schools cannot do the job alone. Schools, businesses, community organizations, and concerned individuals must coordinate funds and pool resources to adequately serve economically and educationally disadvantaged young people. Laws only provide the opportunity for coordination. **The commitment of local practitioners will determine the success of that coordination.**

The state is encouraging coordination by educating both the job training and school personnel about their respective programs and by providing incentives for coordination. The following pages are the result of this effort.

HOW TO USE THIS GUIDE

- The first section of this guide, perhaps the most important, introduces local contacts who can ease the process of planning and coordinating education and job training funds and programs.

- The second section offers field-tested ideas for planning a program to serve at-risk youth using Carl Perkins and Job Training Partnership Act (JTPA) funds.

- The third section answers the questions which potential service providers most often ask.

- The fourth section provides a more detailed explanation of the funding, service delivery, and planning systems of the Carl Perkins and Job Training Partnership Acts.

THE BASICS

COMMON ABBREVIATIONS AND DEFINITIONS

TEA	**Texas Education Agency**
TDCA	**Texas Department of Community Affairs** (state agency which administers the state JTPA program. Note: JTPA state administration will be transferred to the Dept. of Commerce within a year)
JTPA	**Job Training Partnership Act** (provides job training funds to serve educationally and economically disadvantaged youth and adults)
Carl Perkins	**Carl Perkins Vocational Education Act** (provides supplementary federal vocational education funds to school districts for handicapped and disadvantaged youth, and other students with special educational needs, who are enrolled in TEA-approved vocational courses)
PIC	**Private Industry Council** (appointed by elected officials in each SDA to plan and monitor the local JTPA program)
8% or 123 Funds	**JTPA Title IIA 8% funds** (found under Section 123 of JTPA law; allocated by the state for at-risk youth and hard-to-serve adults)
EAS	**Education Advisory Subcommittee** (subcommittee appointed by the PIC to advise on JTPA Title IIA 8%-funded programs)
SDA	**Service Delivery Area** (one of Texas' 34 local JTPA administrative entities)
RFP	**Request for Proposal** (request for organizations to design and propose a program, sent by PICs to potential bidders for JTPA funds)

FACT SHEET

JOB TRAINING PARTNERSHIP ACT
CARL D. PERKINS VOCATIONAL EDUCATION ACT

	JOB TRAINING	VOCATIONAL EDUCATION
LEGISLATIVE AUTHORITY	Job Training Partnership Act (Public Law 97-300)	Carl D. Perkins Vocational Education Act (Public Law 98-524)
FEDERAL AGENCY	U.S. Department of Labor	U.S. Department of Education
STATE RECIPIENT	Governor	State Board of Education
STATE ADMINISTERING AGENCY	Texas Department of Community Affairs (TDCA)	Texas Education Agency (secondary) Texas Higher Education Coordinating Board (post-secondary)
DELIVERY SYSTEM	34 service delivery areas (SDAs), each with a private industry council (PIC), grant recipient, and administrative entity	• 954 public secondary schools, including Windham School System • 54 post-secondary institutions
LOCAL PLANNING	• Two-year local job training plan developed and submitted to TDCA • Review by State Job Training Coordinating Council; approval by Governor	• Annual local application submitted to TEA by each secondary school after review by local JTPA administrative entity • Approval by TEA
PROGRAM YEAR	IIA July 1 - June 30 IIB October 1 - September 30	July 1 - June 30
PERIOD FOR FUND USE	3 years (initial year of allocation plus two subsequent years)	School districts receive one-year service contracts

PEOPLE TO CONTACT

This section is written primarily for secondary school personnel who are interested in becoming part of or establishing the local JTPA-vocational education network.

YOUR LOCAL PRIVATE INDUSTRY COUNCIL (PIC)

Whether you represent a school, a district, or a district cooperative, the best way to get involved in the Job Training Partnership Act planning and coordination process is to establish a working relationship with your local private industry council or JTPA program staff. In some service delivery areas, the PIC conducts the daily operations of JTPA program planning; in others, the PIC and the administrative entity are separate. (For more information, read pp. 21-22.)

WAYS TO GET INVOLVED

1. Get to know someone on your local PIC or JTPA administrative staff.

The first step is to contact someone in your service delivery area. For a lead contact, consult the chart on pages 34-37, or consult the white pages for the phone number of your private industry council. This person can either work with you or direct you to someone who can.

2. Ask to be put on your Service Delivery Area's RFP mailing list.

Often, an SDA will have so many possible service providers that it only sends Requests for Proposals (RFPs) to those who request them.

3. Ask your PIC for a written position statement regarding participation of secondary schools in the JTPA process.

The local PIC has great flexibility to determine how it will use its JTPA funds, depending on how local job training needs may best be served. Sometimes, the PIC chooses to focus on providers other than the public secondary schools. For instance, many post-secondary institutions sponsor JTPA programs, as do community-based organizations (CBOs).

Secondary schools, post-secondary institutions, and CBOs are encouraged to combine programs to serve disadvantaged youth by applying jointly for JTPA

funds. Further, a portion of Carl Perkins funds (see p. 19) is designated specifically for coordination activities between secondary schools and community-based organizations. However, a special category of JTPA funds, Title IIA 8% funds, allocated specifically for at-risk youth programs, is especially suited for secondary school use. (See p. 15 for information about 8% funds.)

4. Attend all local PIC meetings.

Though PIC meetings are scheduled regularly and are open to the public, additional meetings can come up at any time. In order to be fully informed about upcoming RFPs and other crucial issues, you should be prepared to attend all PIC meetings.

5. Request a copy of the local job training plan.

Every two years, the PIC is required to write and make public a job training plan which outlines target groups, planned activities and services, program goals, total allocated funds and use of subcontractors. The plan will indicate the future direction of the PIC, and how you may be able to participate as a service provider.

THE EDUCATION ADVISORY SUBCOMMITTEE (EAS)

Each JTPA service delivery area is allocated a portion of funds known as Title IIA 8% funds, to be used for at-risk youth and hard-to-serve adults. Each SDA is required to set up a local Education Advisory Subcommittee responsible to the PIC, made up of teachers and administrators from secondary, post-secondary, adult, and vocational education. The EAS works with the JTPA staff and the school community to design IIA 8% projects for at-risk populations. The EAS then recommends projects to the PIC, which makes the final funding decision.

The Texas Department of Community Affairs plans larger future roles for these subcommittees. The subcommittees are expected eventually to form an infrastructure to work on dropout, literacy, and other community problems in concert with the public schools. Because of their diverse expertise regarding education and training systems in the local SDAs, the committees can assist in effective planning and coordination of all JTPA, education, and related resources. In some communities, the EAS is already functioning effectively in this expanded role.

Your local PIC has on file a list of current EAS members. Refer to the chart on pages 34-37 for the name and phone number of an EAS contact for each SDA. These contacts are EAS chairpersons and PIC education liaisons. They have been chosen for their familiarity with the secondary school system.

THE AT-RISK COORDINATOR

House Bill 1010, passed in 1987 by the 70th Texas Legislature, requires each school district to appoint an **at-risk coordinator** by September 1, 1987. The coordinator is responsible for collecting data on dropouts and potential dropouts and coordinating dropout prevention and recovery services and programs.

The intent of this bill is in keeping with recently revised State Board of Education rules (19 TAC 175.95, Alternatives to Social Promotion) which require districts to develop and implement a district-level plan by September 1, 1988, to meet the needs of at-risk youth. School districts may choose to develop a plan earlier in order to have time to design, implement, and adapt the plan.

The at-risk coordinator is expected to have a major role in designing and implementing the district plan. Because the at-risk coordinator is aware of the overall dropout prevention plan for the district, he or she is in a prime position to facilitate coordination among schools, businesses, parents, and community organizations in the service of disadvantaged youth.

A joint effort among campuses, or among several districts, to provide services through JTPA and Carl Perkins funds may be more effective than a single campus or single district program. **District vocational education administrators can be valuable allies to the at-risk coordinator in such an effort, as they can provide information and insight regarding Carl Perkins funding and vocational programs for at-risk youth in their area.**

Many school districts have created full-time at-risk coordinator positions to serve as resource persons for those interested in developing intervention strategies for students in need of extra help. To find out whether your district has appointed an at-risk coordinator or plans to appoint one soon, call your school administration office.

In fall 1987, the TEA Division of Program Planning will publish a technical assistance manual written with the at-risk coordinator in mind. This manual will make suggestions for developing and implementing programs for dropouts and at-risk youth and coordinating community dropout reduction efforts.

INTO ACTION

WAYS TO USE FUNDS

JTPA

IIA ALLOWABLE ACTIVITIES (78% FUNDS)

JOB SEARCH
COUNSELING
REMEDIATION
BASIC SKILLS TRAINING
VOCATIONAL EDUCATION/EXPLORATION
UPGRADING AND RETRAINING
ON-THE-JOB TRAINING
PARTICIPANT OUTREACH SERVICES
GED TRAINING
SUPPORTIVE SERVICES
NEEDS-BASED PAYMENTS
CUSTOMIZED TRAINING
EXEMPLARY YOUTH PROGRAMS
WORK EXPERIENCE
ALTERNATIVE EDUCATION PROGRAMS
PRE-APPRENTICESHIP TRAINING
LITERACY TRAINING
JOB PLACEMENT AND DEVELOPMENT
INSTITUTIONAL SKILLS TRAINING

IIA EDUCATION PROGRAM (8% FUNDS)

EDUCATION COORDINATION AGREEMENTS
LITERACY TRAINING
BASIC SKILLS/REMEDIATION TRAINING
DROPOUT PREVENTION/RECOVERY
ACTIVITIES LISTED UNDER IIA 78%

IIA PERFORMANCE GRANTS (6% FUNDS)

INCENTIVE AWARDS FOR EXCEEDING PERFORMANCE STANDARDS
TECHNICAL ASSISTANCE/TRAINING
PARTICIPANT ACTIVITIES (IIA 78%)

IIB SUMMER YOUTH PROGRAMS

DROPOUT PREVENTION/RECOVERY
BASIC SKILLS/REMEDIATION TRAINING
LITERACY TRAINING
WORK EXPERIENCE
OCCUPATIONAL/BASIC SKILLS ASSESSMENT
SUPPORTIVE SERVICES

CARL PERKINS

IIA HANDICAPPED/DISADVANTAGED

SUPPLEMENTAL OR ADDITIONAL STAFF, EQUIPMENT, MATERIALS, AND SERVICES ESSENTIAL FOR DISADVANTAGED OR HANDICAPPED TO PARTICIPATE IN VOCATIONAL EDUCATION PROGRAMS

ASSESSMENT OF STUDENT INTERESTS, APTITUDES, ABILITIES, SPECIAL NEEDS

COUNSELIN G, GUIDANCE, AND CAREER DEVELOPMENT

COUNSELING FOR TRANSITION

IIA SINGLE PARENT/HOMEMAKER

LITERACY TRAINING
CHILD CARE/TRANSPORTATION TO VOCATIONAL EDUCATION STUDENTS
OUTREACH
EXTENDING REGULAR PROGRAMS BEYOND REGULAR SCHEDULE TO ACCOMODATE TARGET STUDENTS
MARKETABLE SKILLS

IIA SEX EQUITY

CHILD CARE/TRANSPORTATION FOR STUDENTS
BASIC SKILLS TRAINING
JOB PLACEMENT
NON-TRADITIONAL PROGRAMS

IIB NEW/CONTINUING PROGRAMS

NEW PROGRAMS:

PROGRAMS IN NEW TECHNOLOGY OCCUPATIONS
PROGRAMS IN NEW SKILLS TO RE-VITALIZE THE ECONOMY
EXEMPLARY PROGRAMS TO SUPPORT NEW TECHNOLOGY

CONTINUING PROGRAMS:

STAFF CAPACITY-BUILDING
CHILD CARE FOR CHILDREN OF VOCATIONAL STUDENTS
EQUIPMENT PURCHASE TO MODERNIZE VOCATIONAL EDUCATION PROGRAMS
COORDINATION OF PROGRAM PLANNING USING LABOR MARKET INFO.

PROGRAM OPTIONS

Schools have had years of experience with vocational education programs. Carl Perkins funds extend educational opportunities to disadvantaged and handicapped youth and other students with special needs who are enrolled in TEA-approved vocational programs. However, many in the education system have not had substantial experience with planning a JTPA-funded program.

Flexibility is built into the Job Training Partnership Act. Each PIC has great freedom to make programming decisions in light of local job training needs and job market information provided by TDCA.

Remember, JTPA is for employment-related training. But the vision of what job training means has expanded as service providers realize that if at-risk youth do not succeed in the education system, they often forego their chance to be productive working adults. An academic component, such as a vocational, alternative, or remedial education program, is a crucial element in the at-risk student's job training experience.

In designing a JTPA youth program, school personnel should consider the following factors:

- **the disadvantaged youth population eligible to be served in an area JTPA program**
- **the training needs of disadvantaged youth**
- **the job training objectives of the local PIC and community.**

Any JTPA-funded program must be a unique combination of these three factors. Other than those three constraints, program design options are unlimited. You may choose to locate a program in the regular school setting or an alternative setting; the program may serve in-school youth, dropouts, or both. As you are developing a program, you may wish to consider the following program models, which are proving to be very promising throughout the state.

TEAMS REMEDIATION

Many JTPA-funded school programs focus on remediating students for retesting on the Texas Educational Assessment of Minimum Skills (TEAMS) test. Schools are the logical providers for this kind of service; however, applicants for JTPA funds must remember to design their TEAMS remediation programs with an employment component to satisfy JTPA requirements. For ideas on how to fulfill JTPA positive youth terminations, call your local EAS or administrative contact. (See p. 16 for information about youth terminations.)

With JTPA funds, some districts have begun pull-out TEAMS tutorials guided by a part-time certified teacher. Students enjoy the individual attention made possible by a lower student/teacher ratio, and they receive credit for Correlated

Language Arts or Fundamentals of Math. In some SDAs, computer-trained professionals are given special teaching permits until they can undergo regular teacher certification. Computers are often a major component of TEAMS and other remedial instruction programs. The following section addresses the use of the computer as an instructional tool in JTPA programs.

COMPUTER-BASED INSTRUCTION

In response to the passage of House Bill 72, some computer-based curricula have been correlated with the essential elements so that students can receive course credit for participation in computer-assisted instruction. One such curriculum is the Comprehensive Competencies Program (CCP), an individualized, competency-based program which includes an academic and functional (life skills, including occupational knowledge) competencies component.

Brenham Independent School District has implemented a very promising computer-based program called Computer-Assisted Tutorials (CAT). The program is designed to address basic academic skill needs of potential dropouts, as well as basic job skill needs. The project focuses on several objectives:

- to provide basic academic skill development through computer and teacher-assisted instruction
- to encourage the retention of at-risk students through a personalized program of instruction
- to develop job competency skills of at-risk students
- to provide job opportunities for students in which they can practice newly learned job skills
- to promote positive student attitudes toward school, improve self-esteem, and develop interpersonal skills.

In the first year of the CAT program, the dropout rate of the high school decreased, and students experienced significant academic gains (from 2 months to 24 months) and job proficiency skill gains. For more information about the CAT program, contact Diana Wenzel, community education director, Brenham ISD, at (409) 836-5672.

COMMUNITIES IN SCHOOLS (CIS)

A JTPA-sponsored model program called Communities in Schools (CIS) is a dropout prevention program located within public elementary, junior high, and senior high schools. This program's success hinges on the development of community and business linkages. CIS is a successful example of schools and community-based organizations pooling resources to serve disadvantaged youth.

A unique characteristic of CIS is its placement of staff **within** the school setting to work with students in danger of dropping out of school or becoming involved with criminal activity. The staff includes repositioned employees from a number of social service agencies (human services or criminal justice, for example) as well as personal, vocational, and academic teachers and counselors.

At the high school level (where JTPA funding occurs), CIS offers a three-strand curriculum in career, academic, and personal development that includes the following:

- training in pre-employment/work maturity skills
- summer work experience
- enrichment and cultural activities
- personal and vocational counseling
- tutoring in academic subjects.

Emphasis at the upper high school level is on developing individual career and continuing education plans and assuring a successful school-to-work transition.

CIS is now located in Houston, Austin, Dallas, El Paso, and San Antonio, and will expand to Corpus Christi, Harlingen, and Fort Worth. For more information on how your district can become involved, contact Jill Shaw at (512) 463-0425.

OTHER PROGRAM OPTIONS

Other JTPA-funded programs include a variety of components:

- study skills training
- school- and self-awareness
- peer and professional counseling
- identification and assessment
- employment experience and job training
- related services, like day care and transportation

For service and program options allowed under the JTPA law, see the chart on p. 8. Your PIC's local job training plan will list those programs and services supported with JTPA funds in your area.

COORDINATED PROGRAMS

Heeding the call for coordination of JTPA and Carl Perkins funds, service delivery areas have funded a variety of school programs which use the two funding sources creatively. When considering coordination options, program planners should be aware of the distinctive requirements of each law. This manual and your local JTPA administrative office can alert you to such requirements. The matching requirement for Carl Perkins Disadvantaged and Handicapped funds (see p. 20) and the different eligibility requirements in the

two laws (see p. 29) must be considered. However, as you will notice in the following examples, these requirements have not inhibited many successful and creative programs.

High School Vocational Program: Students enrolled in vocational programs in local school districts receive hands-on experience through JTPA-funded work activities such as work experience, try-out employment, and on-the-job training. Perkins and JTPA funds are used to support the program.

Health Care Training: Students enrolled in one school district's nurse's aid and health care training program increase their basic academic skills through the use of a computer-based competency program provided by JTPA funding. These students may also prepare for their General Education Development (GED) in this program.

Out-of-School Youth Program: JTPA participants enrolled in out-of-school youth programs contracted with a local school district are referred to the school district's testing center for career assessment in preparation for participation in vocational education programs. The testing center is partially funded by Carl Perkins monies.

Try-Out Entry Employment: The SDA coordinates with vocational education teachers and counselors to provide intake and assessment services and placement in subsidized employment to JTPA-eligible in-school youth for a maximum of 250 hours. The SDA also coordinates with special education programs to provide services.

Rural Pre-Employment Training: The SDA program, funded primarily through JTPA Title IIA 8% funds, is a coordinated effort with local education agencies in the 19-county region to provide job-seeking and job-keeping skills training.

District Nursing Program: JTPA participants are eligible to be enrolled in Licensed Vocational Nurse (LVN) training provided by the high school vocational education department.

Referral System: The SDA's Section 123 Dropout Information and Referral System has established a linkage with the district's Vocational Assessment and Internship Program. Dropouts who have returned to school or are considering returning to school are referred to this program for evaluation and work-study services. The SDA utilizes one of the participants as office clerical support.

One SDA developed the *Inventory of Information and Referral Sources* (funded under JTPA Title IIA 8%), which identified vocational training options in one county. This directory has been distributed to human resource agencies within the county.

PLANNING AND COORDINATION

JTPA entered a new two-year planning cycle on July 1, 1986. When you receive this guide, it already will be time to get into action. SDAs may begin planning as early as September for the next two years, evaluating programs and making decisions about the services they will provide. School personnel should make contacts with PIC and SDA staff and attend meetings, so that they may be fully informed of PIC expectations regarding content of JTPA program proposals.

WHAT SCHOOLS CAN DO

When planning a JTPA program, it is beneficial to focus on the idea of a **multi-funded project.** Are there community-based organizations, businesses, service agencies, or other sources of local funds and services that are able to fill the gap between the program need and JTPA and Carl Perkins resources? (See p.20 for information about Carl Perkins match options.) Also, can you find a local funding source to serve other students who need the same program but are not JTPA-eligible? (See pp. 29-31 for eligibility requirements.) Contact your local at-risk coordinator, community education director, or EAS contact for help with this process.

Another planning method that has been successful in some SDAs is for school systems to form a **superintendents' cooperative.** The idea behind this strategy is to consolidate the ideas and resources of smaller districts, so that they may make a unified effort to address the needs of at-risk youth.

HOW THE PIC CAN HELP

PLANNING OR BIDDER CONFERENCES

One way private industry councils can help to demystify the planning process for education service providers is to hold planning or bidder conferences.

One PIC Operations Manager hosted a lunch meeting for school district superintendents and vocational education directors in the SDA. The following year, another joint meeting was conducted. At both conferences, participants discussed the coordination of JTPA and Carl Perkins funding and programs. School district personnel were informed of all services offered through the local PIC's JTPA program. District personnel outlined their activities, and the SDA provided letters for districts to include in their applications to TEA.

Districts responded to the RFP to operate in-school youth projects that included remediation, skills training, and job placement. JTPA and Carl Perkins funds are used jointly to increase the availability of services to eligible disadvantaged youth in the SDA.

In another example, the SDA holds planning conferences with representatives of local education institutions to discuss JTPA program services and activities. The educational agencies describe activities supported by Carl Perkins funds. As a result of this exchange of information, parties agree to a mix of services supported by Carl Perkins and JTPA funds.

EDUCATION LIAISON

One PIC has hired an education liaison who has a background in school administration and who is familiar with the structure and terminology of the school system. The liaison person's qualifications include having established a network of service providers and a working relationship with many school personnel. This person serves as a translator who can use both the job training and education languages to facilitate coordination between the two systems.

INCENTIVES

The PIC can also choose to provide incentives for funding coordination. For example, in the SDA's Request for Proposals, proposal evaluators can be asked to award extra points for evidence of coordination of Carl Perkins and JTPA funds, as well as other local and state funding sources.

DROPOUT REFERRAL NETWORK

One PIC has initiated a JTPA Title IIA 8% Special Projects Dropout Program to work with CBOs, education agencies, and state agencies to coordinate existing programs and develop new projects. The PIC then developed a services directory in a loose-leaf binder convenient for additions and personal notes.

Program objectives include the following:

- establishing a network of professionals concerned with dropout/at-risk programs
- identifying dropouts and potential dropouts
- coordinating activities of local education agencies and community organizations for reaching and providing services for at-risk youth
- developing an at-risk youth/dropout referral and tracking system
- developing evaluation and accountablity measures.

PIC staff believe that these networks will benefit dropouts and at-risk students by bringing all the various programs together in a concentrated, coordinated effort, giving the student a better chance of staying in school and acquiring a quality comprehensive education of marketable skills.

COMMON CONCERNS

COMMON CONCERNS:
A QUESTION AND ANSWER SESSION

1. WHAT IS SECTION 123 MONEY AND WHAT CAN IT DO?

The Texas JTPA education-coordination policy focuses all Title IIA 8% (123) funds for program years 1985 and 1986 on programs for at-risk youth and hard-to-serve adults. These funds may be used as seed money or enabling funds to move the JTPA and education systems toward better coordination and, thus, improved programs for at-risk youth.

An unspecified portion of JTPA Title IIA 8% funds must be used to provide dropout recovery and prevention activities, enhance literacy for youth and adults, and develop school-to-work transition activities. Other activities allowable under Title IIA are also permitted. (See chart on p. 8 for allowable activities.) Seventy-five percent of JTPA funds are allocated for economically disadvantaged participants, while 25% of funds are free from JTPA income requirements. (This provision, referred to as the 25% window, is subject to approval by the local PIC.)

Further, service delivery areas have been granted more flexibility with IIA 8% funds than with other JTPA funds. First, federal performance standards are lifted from IIA 8% programs. This allowance frees SDAs to serve more at-risk groups. With Title IIA 8% funds, SDAs are trying experimental education and training models in schools which are needed for overall program development. Further, SDAs are offering substantial basic skills remediation and literacy programs to prepare participants for IIA enrollment in occupational skills training or on-the-job training programs.

2. WHAT FUNDS CAN WE USE TO HELP 'AT-RISK' YOUTH?

In August 1984, the State Youth Policy Workgroup issued the following statement:

> The State is committed to assisting SDAs in achieving the required JTPA level of expenditures for youth (40%) and in meeting all of the youth performance standards ...

The dedication of 40% of JTPA Title IIA 78% funds to youth services and programs indicates the value of the school as a service provider. Besides the Title IIA 8% funds, which have been allocated solely for at-risk youth and hard-to-serve adults, other sections of JTPA funds, described on the next page,

can also be used to serve the disadvantaged youth population, depending on the specific funding options offered by your local PIC.

First, Title IIB provides for Summer Youth Employment and Training Programs. These summer programs provide basic and remedial education, as well as work experience and training, for youth (including 14-15 year olds, if allowed in the PIC job training plan). Retained ninth graders and students in transition between junior and senior high school could be well served with such a program.

Second, the PIC can choose to fund one or more exemplary youth programs, which may serve dropouts, at-risk in-school youth, and high school graduates in need of basic skills remediation. The programs include the following:

- education for employment
- pre-employment skills training
- entry employment experience
- school-to-work transition.

Third, the State has implemented three major youth models which represent a comprehensive, year-round approach to serving potential dropouts and dropouts in Texas. The university-based **Youth Opportunities Unlimited (YOU)** program, conducted in the summer months, immerses 14 and 15 year olds in an academic and work training experience. To find out more about the YOU program, call (512) 462-6400. The **Communities-in-Schools (CIS)** program serves eligible youth during the school year. (Further details on p. 10.) The **Texas Conservation Corps (TCC)** targets services to those youth, ages 18 to 21, who have already dropped out of school and focuses on high school completion, further skills training, and labor market entry. Contact Gloria Paige at (512) 463-2880 for more information about TCC.

3. WHAT ARE JTPA YOUTH PERFORMANCE STANDARDS?

One source of confusion between the schools and the job training systems is the different methods for assessing successful program performance. While the education evaluation process is familiar to educators, the JTPA competency-based system may not be. However, with the definitions provided here and a follow-up discussion with local JTPA staff, you will know what to include in the JTPA program proposal.

The PIC is required to submit to the state its method for documenting a student's successful completion of a JTPA program. One type of successful completion is the attainment of specified competencies or skills. You can request a copy of the PIC's competency objectives. If these are not available, you might offer to assist the JTPA staff in developing a set of objectives.

Though the PIC has discretion to set priorities, each program must meet JTPA youth performance standards. The only Title IIA funds for which the standards do not apply are the Title IIA 8% funds for at-risk youth.

The SDA must document the number of students employed at the end of the program and other "positive youth terminations" in order to meet performance standards. Each service provider also will be required to document one or more of these outcomes. These may include completion of a major level of secondary school, returning dropouts to school, or fulfillment of competency requirements. Competencies can be documented in one or more of the following areas:

Pre-Employment/Work Maturity

The pre-employment/work maturity area includes nine core categories which must be addressed to document competency for participants, depending on local contractual agreements:

- career decision making
- local labor market information
- sources of job leads
- job applications
- job interviews
- employee/employer rights and benefits
- rules of workplace/organization
- following instructions
- effective communication on the job.

Basic Education Skills

Designated competencies must advance participants' employability and lead to further training or an identified occupational goal. For in-school youth, there must be evidence that basic skill progress occurred as a result of JTPA enrollment rather than as a result of only having attended school. For this reason, service providers are required to administer pre- and post-tests to participants as basic skills evaluation measures.

Job-Specific Skills

State JTPA policy allows positive terminations for mastery of job-specific competencies attained through certified, PIC-approved, competency-based, occupational skills training courses.

For more information regarding youth performance standards, refer to the TDCA document *Developing Employment Competencies at the Local Level.*

FOR YOUR INFORMATION

FUNDING

JTPA

ALLOCATION OF FUNDS

The bulk of JTPA funds are distributed and administered at the local level. Funds available for discretionary state-supported programs like Job Corps are released through a competitive bid process. Usually, even the release of JTPA discretionary funds must involve the local PIC in the planning stages.

The U.S. Congress annually appropriates JTPA funds to each state. Texas' share of funding is calculated by the Department of Labor, which then notifies the Texas Department of Community Affairs. Most funds are formula-allocated to service delivery areas. SDAs and state contractors may subcontract services as outlined in local job training plans or project proposals.

LIMITATIONS ON USE OF FUNDS

Under IIA 78% and Title III programs, 70% of funds must be used for training, 15% for participant support costs, and 15% for administrative costs. (See p. 8 for allowable activities under each category.) This limitation does not apply to Title IIA 8% funds. In some cases, PICs may apply for one-year waivers of this 70/30 requirement from the governor.

The waiver authorizes the SDA to adjust the training cost limitation below 70% and increase the participant support limitation above 15% in order to provide more support services which allow special populations to stay in training. Remember that a waiver is not an exemption from performance standards, and in no case can administrative costs exceed 15% of the JTPA Title IIA 78% grant.

The 15% administrative limit also applies to the Title IIB Summer Youth program, but there are no limits on the amount spent on wages or any other participant support costs. The Title IIB program must include an assessment of reading and mathematics skill levels of participants; funds are to be spent for basic and remedial programs which enhance the employability of the participants in addition to allowable work experience activities.

PERFORMANCE-BASED CONTRACTING

The performance-based fixed-unit cost contract frees up funds from cost category restrictions, allowing the service provider more flexibility in designing and reporting programs. All the costs of the JTPA service contract may be charged to the training cost category if the following conditions are met by the contract:

1) costs cover training expenses
2) contract is drawn up at a fixed-unit price
3) full payment is not made until training is completed and participant is placed in trained area of employment or attains one of the following:

   - PIC-approved employment competencies
   - elementary, secondary, or post-secondary school completion or equivalent
   - enrollment in other training or apprenticeship, or enlistment in the Armed Forces.

Performance-based contracting helps the SDA to meet the 70% training expenditure requirement. It actually reduces reporting and record-keeping requirements as well as improving performance by focusing on results. The service provider must cover up-front or attrition costs, but these can usually be corrected during price negotiations. Contact local JTPA staff for information about local use of performance-based contracts.

CARL PERKINS

ALLOCATION OF FUNDS

The Carl Perkins Act provides funds for (1) service to special populations as defined on p. 28, (2) program improvement, expansion, and innovation, and (3) special programs. Federal vocational education funds are allocated anually to the state by a formula determined by the U.S. Department of Education. The State Board of Education receives the funds, then charges the Texas Education Agency to administer those funds, which comprise about 9% of total vocational education funds available to public schools.

Under the Carl Perkins Act, most Title IIA and IIB funds are allocated by formula to local public schools. Formula-allocated funds are released annually prior to the beginning of the planning cycle, when planning guidelines are also disseminated to schools. Schools then develop local applications based on their entitlements. Upon approval of the application, TEA executes a contract with the school district to make vocational education services available.

Title III special programs are funded as follows:

- Community-Based Organizations: Funds provide for joint efforts between schools and community-based organizations (CBOs), which are private or nonprofit organizations that represent a significant portion of the community. TEA releases these funds to schools through an RFA process.
- Consumer/Homemaking Education: TEA distributes funds to secondary schools by formula.

The state is authorized to set aside a portion of total Carl Perkins funds for statewide or program improvement projects which address statewide needs for curriculum, personnel, and program development. Funds for such projects are released through an RFA process, with specific purposes and instructions provided in the bid-release package. Schools may apply for these funds by preparing proposals. Discretionary funds must be released through a competitive bid or RFA process.

LIMITATIONS ON USE OF FUNDS

Some portions of Carl Perkins funds are limited by a **match requirement**. Carl Perkins Title IIA Handicapped and Disadvantaged funds, as well as Title IIB Program Improvement funds, must be matched with non-federal funds.

Carl Perkins funds provide handicapped and disadvantaged students with an opportunity to participate equitably with regular vocational education students, but Perkins funds can only cover 50% of the excess cost associated with serving handicapped or disadvantaged youth. It is important to note that while JTPA funds can be used to fund the regular vocational program (provided the participants meet JTPA eligibility requirements), that portion of funds above and beyond the regular program which is funded by Carl Perkins monies must be matched with non-JTPA funds.

Matching - Handicapped Funds

The local district may show a match for Carl Perkins funds for handicapped students by prorating salaries paid from state and local funds to counseling and guidance personnel and secondary special education personnel. Salaries of special education teachers and diagnosticians may be prorated to form the match when several criteria are met which are listed in the Vocational Education Application Package.

Matching - Disadvantaged /Limited English Proficient Funds

The local district may show a match for Carl Perkins funds for disadvantaged and limited English proficient (LEP) students by prorating the salaries of counseling and guidance personnel and teachers paid by state and/or local compensatory education funds. Salaries of counselors and teachers teaching Fundamentals of Math (FOM), Correlated Language Arts (CLA), remedial reading, and/or English as a Second Language (ESL) classes may be prorated and used to form a match when several criteria are met which are listed in the Vocational Education Application Package.

For more information about Carl Perkins match options, contact R. D. Bristow at theTEA Division of Vocational Finance and Compliance, (512) 463-9245.

SERVICE DELIVERY SYSTEMS

JTPA

STATE ADMINISTRATION IN TEXAS

The Governor receives the state JTPA allocation. The governor appoints the State Job Training Coordinating Council (SJTCC) to plan, oversee, and coordinate JTPA programs and to serve as an advisory body to the governor.

While the Governor's Office is the official administrative body with ultimate responsibility for the Texas JTPA program, TDCA administers JTPA funds. TDCA is charged with major administrative responsibilities:

- allocating funds to SDAs
- reviewing job training plans and making recommendations to SJTCC
- issuing annual planning guidelines and instructions to SDAs
- developing and issuing labor market information for SDAs
- providing technical assistance and staff training to PICs, contractors, and administrative agencies
- interpreting state policy.

LOCAL ADMINISTRATION

At the local level, the service delivery area (SDA), chief elected officials (CEOs), private industry council (PIC), and administrative entity make up a network of local service providers. The majority of JTPA funds are administered by the 34 JTPA administrative entities with the advice of the private industry council.

Private Industry Council

The chief elected officials of each SDA must establish a partnership with the private sector, in the form of the PIC. The private industry council is appointed to plan, provide policy guidance for, and monitor the JTPA program within the SDA. Fifty-one percent of PIC members must be from the private sector including the chairperson, while 49% should be from other sectors like education, organized labor, local economic development agencies, or community-based organizations. The PIC and the chief elected official jointly decide on procedures for the development of a local job training plan and select a grant recipient and an administrative entity for the SDA. (See pp. 34-37 for administrative and PIC contacts.)

Grant Recipient and Administrative Entity

A **grant recipient** receives funds from the state through a contract with TDCA. The **administrative entity** is responsible for daily management of program operations, including the following tasks:

- allocating funds within the SDA in accordance with the local job training plan
- monitoring against misuse of funds within the SDA
- determining eligibility of participants for JTPA programs (this task may be subcontracted).

At local option, the PIC may be either or both of these entities, but this decision must be included in the PIC/CEO official agreement.

Use of Subcontractors

The local area service providers may choose to subcontract services, provided that such a provision is included in the local job training plan and that the following criteria are met:

- effectiveness
- elimination of duplication
- priority for funding given to education agencies
- compliance with performance standards
- for exemplary youth programs, priority to previously-funded, successful, cost-effective organizations.

CARL PERKINS

STATE ADMINISTRATION IN TEXAS

The state-level administration of the Carl Perkins Act in Texas involves the Texas State Board of Education (SBOE), TEA, and Texas Higher Education Coordinating Board. As this is a guide for use by secondary-level service providers, the Coordinating Board's activities will not be discussed in this document.

State Board of Education

The SBOE receives the state's allotment of Carl Perkins funds. The Board's responsibilities include the following:

- developing a state plan for federal vocational education funds in consultation with the Advisory Council for Technical-Vocational Education

- providing to each PIC a listing of all programs assisted by Carl Perkins funds
- adopting procedures which encourage state-level coordination with the State Job Training Coordinating Council, in order to enhance cooperation between JTPA and vocational education programs.

Texas Education Agency (TEA)

TEA administers Carl Perkins funds and is responsible for the following:

- developing applications and guidelines for schools applying for Perkins funds
- allocating funds to eligible recipients
- executing contracts with education service providers
- monitoring service providers for compliance with state and federal laws
- developing RFAs for discretionary funds
- reviewing local applications for compliance with criteria set in the *State Plan for Vocational Education Funding*
- providing technical assistance on services and use of funds.

Advisory Council for Technical-Vocational Education (ACTVE)

ACTVE is the 13-member council established to advise the State Board. The current ACTVE membership is composed of gubernatorial appointees; in 1990, members representing the private sector and education will be appointed by the SBOE. The ACTVE evaluates at least once every two years the vocational education programs provided in Texas under the Carl Perkins Act and the JTPA for their adequacy and effectiveness in achieving the purposes of the two acts and enhancing coordination between the two programs.

LOCAL ADMINISTRATION

Each school annually receives its share of formula-allocated Perkins funds. A local application must be developed to describe how these funds will be used. Schools may subcontract services and activities supported by Carl Perkins funds. Under the Act, schools must:

- submit annual applications to TEA
- describe in the application how Perkins-supported programs will be coordinated with local programs funded under JTPA and Adult Basic Education
- make local applications available for review and comment by interested parties, including the local JTPA administrative entity
- determine eligibility of students for activities and services using Special Population funds under Title IIA.

PLANNING

JTPA

TEXAS STATE PLAN

Every two years, the Governor must prepare and submit to the U.S. Department of Labor a state plan which outlines the goals and objectives of Texas JTPA programs, describes the use of all JTPA funds, and evaluates previous program performance. In addition, the state plan provides criteria for promoting coordination between JTPA and other programs and services that have a direct interest in employment and training and human resource development programs. *The Governor's Coordination and Special Services Plan* is produced on a two-year cycle, the most recent plan being for program years 1986-1987. Copies of the state plan are available by contacting TDCA.

LOCAL PLAN

The local plan, called the Job Training Plan, also developed every two years, describes the use of JTPA resources available within the SDA. The plan is developed according to the local PIC/CEO agreement. The PIC develops the plan and any modifications; the PIC and the chief elected official submit the plan or modification to TDCA. The local job training plan is important to potential service providers because it outlines the following:

- who will be served (target groups)
- how they will be served (activities and services)
- program goals (performance standards)
- how subcontractors will be used and selected for the delivery of JTPA programs (if at all)
- total funds allocated to the SDA for Title IIA 78% and IIB programs.

Education Advisory Subcommittee (EAS)

Each PIC which receives Title IIA 8% funds must have an Education Advisory Subcommittee which advises the PIC on JTPA-funded education services provided within the SDA. The EAS assists the PIC in facilitating a coordinated approach to planning employment, training, and education programs within the SDA.

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Planning Activities and Schedule

December	TDCA sends Planning Guidelines to SDAs to guide the development of the local job training plan.
February	TDCA notifies SDAs of Title IIA and IIB allocations.
March	A preliminary local plan is published and made available for public review and comment 120 days prior to the beginning of the first year of the two-year plan, which begins July 1.
April	In the case of a second-year modification, preliminary modification must be made available for review and comment 80 days prior to the beginning of the second program year, which begins July 1.
May	SJTCC recommends status of plan/modification to the governor and, if approved, TDCA executes contracts with the SDAs.
March-July	Local concurrent bid process begins for selection of subcontractors to provide JTPA services within the SDA.

JTPA Title IIA 8% planning follows a different timeline, with plans due to TDCA typically in September of each year. For details of the local bid and planning process, contact your area PIC or JTPA administrative office.

CARL PERKINS

TEXAS STATE PLAN

The Carl Perkins Act requires that each state receiving funds develop a two-year plan for submittal to the U.S. Secretary of Education. To coordinate JTPA and Carl Perkins program planning, the *State Plan for Federal Vocational Education Funding* covers the same period as the JTPA plan (July 1, 1985-June 30, 1987, with subsequent plans submitted every two years). The State Board of Education develops and coordinates the plan. TEA and the Coordinating Board, after consultation with ACTVE, propose a preliminary plan to the State Board for approval. The SJTCC of JTPA must also review and comment on the plan prior to its submittal.

The State Plan must address the following:

- current and projected occupational needs and market demand for skills
- needs of students and special target groups
- the quality of vocational education
- planned use of federal vocational funds
- criteria for approval of local applications
- evaluation measurements
- methods for joint planning and coordination of various federal programs.

LOCAL PLAN

Districts must develop a local application in order to receive their Perkins formula allocations. These applications are submitted to TEA for review and approval according to criteria established in the State Plan. The plan must describe use of funds for the program planning year that begins annually on July 1.

The Carl Perkins Act requires that two components be included in each local application:

- a description of vocational education programs, services, and activities to be funded
- a description of the coordination with relevant programs supported with JTPA and Adult Education funds, to avoid duplication.

Each application is required by federal law to be made available to the JTPA administrative entity within the SDA for review and comment.

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CONCLUSION

The intent of this guide is to stimulate your interest in applying for Carl Perkins and JTPA funds and in coordinating vocational and job training efforts to prepare at-risk youth for their future. This guide is by no means a conclusive information document. However, it will increase your awareness and knowledge of a complicated funding and planning process.

Explore your role in the planning and coordination of programs for at-risk youth and contact those near you in complementary roles who may be able to provide information or other valuable resources. The challenge before you is exciting: **to provide the economically and educationally disadvantaged youth of Texas with opportunities to succeed, not only in the high school setting, but in all their future education and employment-related endeavors.**

APPENDICES

THE LAWS

JOB TRAINING PARTNERSHIP ACT

TITLE I - JOB TRAINING PARTNERSHIP ACT

describes the state and local service delivery system

TITLE II - TRAINING SERVICES FOR THE DISADVANTAGED

authorizes funds and sets out requirements for training services to be provided at the local level for economically disadvantaged youth and adults

PART A - ADULT AND YOUTH PROGRAMS

provides for funding in the following percentages:

78% Formula allocation to local service delivery areas

6% Funding for incentive bonuses to local areas that exceed performance criteria and funding for providing technical assistance to local areas that fail to meet performance criteria

3% Funding for programs to serve older workers (55+)

8% Funding for state education coordination (123 funds)

PART B - SUMMER YOUTH PROGRAMS

authorizes formula-allocated funds to local areas for provision of training and employment services to economically disadvantaged youth (ages 16-21; 14-15 year olds may also be served at discretion of local service delivery area)

TITLE III - EMPLOYMENT AND TRAINING ASSISTANCE FOR DISLOCATED WORKERS

provides for state-administered training and employment services to workers who are dislocated. (75% formula funds requiring non-federal match; 25% discretionary funds with no match requirement)

TITLE IV - FEDERALLY ADMINISTERED PROGRAMS

authorizes funds for programs serving native Americans, migrant workers, and veterans.

also funds Job Corps, National Commission for Employment Policy, Training to Fulfill Affirmative Action, and labor market information

CARL PERKINS VOCATIONAL EDUCATION ACT

TITLE I - VOCATIONAL EDUCATION ASSISTANCE TO STATES

outlines allocation formulas to the states, the funds distribution within a state, and specifies administrative and planning responsibilities

TITLE II - BASIC STATE GRANTS

specifies use of the state's basic vocational federal grant:

PART A - SPECIAL POPULATIONS

57% of the basic grant is set aside to serve:

10% Handicapped

22% Disadvantaged (economically and educationally)

12% Adults in need of training/retraining

8.5% Single parents or homemakers

3.5% Individuals participating in programs to eliminate sex bias or sex stereotyping

1% Institutionalized criminal offenders

PART B - PROGRAM IMPROVEMENT, INNOVATION, EXPANSION

requires that the remaining 43% of Title II funds be used for program improvement, expansion, and innovation of vocational education

TITLE III - SPECIAL PROGRAMS

authorizes additional special programs to be administered by states:

- Community-based organization programs
- Consumer and homemaking education
- Adult training, retraining, and employment development
- Comprehensive career guidance and counseling programs
- Industry-education partnerships for training in high-technology occupations

TITLE IV - NATIONAL PROGRAMS

outlines nationwide activities and programs to be funded by the Secretary of Education from discretionary funds

ELIGIBILITY CRITERIA

JTPA

IIA 78% FUNDS

- Adult or youth (16-21 years; also 14-15 if in local plan)
- 90% economically disadvantaged (poverty level or 75% lower living standard income level)
- 10% with other barriers to employment (e.g. offender, limited English proficient, high school dropout or potential dropout, teen parent, displaced homemaker) may be served if so designated by the PIC.

IIA 8% FUNDS

- Adult or youth (ages 16-21; also 14-15 years if in local plan)
- 75% of funds for economically disadvantaged participants
- 25% of funds - no income test

IIA 6% FUNDS

Same as IIA 78% above

IIB SUMMER YOUTH PROGRAMS

Economically disadvantaged youth, 16-21 years (also 14-15 years if in local plan)

III DISLOCATED WORKERS

- Terminated or received notice of termination
- Exhausted unemployment compensation
- Have been or will be laid off due to plant closure
- Long-term (15 weeks) unemployed, or
- Self-employed but unemployed due to economic downturn

CARL PERKINS

IIA HANDICAPPED

Mentally retarded; hard of hearing; speech, visually, or orthopedically impaired students needing extra assistance to succeed in vocational programs

IIA DISADVANTAGED

Economically
- Eligible for free-lunch program
- Annual income at or below poverty level
- Eligible for AFDC, or
- Eligible for JTPA Title IIA

Educationally
- Secondary level grades at or below 2.0 on 4.0 scale, or
- Fails to attain minimum academic standards

Other
- Dropout or potential dropout
- Limited English proficient, or
- Migrant worker or family member

IIA ADULTS IN NEED OF TRAINING/ RETRAINING

- Graduation from or left school and 16+ years
- Unemployed and 16+ years

IIA SINGLE PARENT/HOMEMAKER

- Unmarried or legally separated and having custody of minor child(ren)
- 16+ years and having worked primarily as adult to care for family and home without pay

IIA SEX EQUITY

- Female aged 14-25 years who needs training to support self and family
- Female or male in non-traditional occupation

OTHER ELIGIBILITY ISSUES

JTPA

ELIGIBILITY DETERMINATION

Federal law requires uniform eligibility criteria. Eligibility determination and certification are the responsibility of the administrative entity, either directly or through a subcontract. One strategy used by some PICs is to subcontract with the local Texas Employment Commission office for the determination of participant eligibility. A service provider can include in the proposal costs to cover subcontracting eligibility determination. Documenting eligibility is an administrative cost.

ECONOMICALLY DISADVANTAGED

Adults and youth to be served under Title IIA and Title IIB programs must be economically disadvantaged, a status determined by the family's income for the six months prior to enrollment. If family income is below the federal poverty level for the family size or is 70 percent of the lower living standard income level, the individual is eligible for JTPA funds. Individuals and/or families who receive Aid to Families with Dependent Children (AFDC), are food stamps recipients, or are handicapped (ages 16 and above) are also considered economically disadvantaged. Contact your JTPA administrative office for further information about determination of income status.

TEN PERCENT WINDOW

In Title IIA 78% programs, ten percent of the participants of an SDA program may be enrolled (without meeting the income test) by virtue of having barriers to employment other than economic disadvantage. Such participants include limited English proficient individuals, ex-offenders, drug or alcohol abusers, displaced homemakers, high school dropouts, and teen parents. The local job training plan must identify those eligible for this window and indicate certification procedures to determine eligibility.

DEFINITION OF FAMILY

Because family income is used to determine economically disadvantaged status, the definition of family influences who is served with JTPA funds. The governor has the authority under the law to define "family" and "family income." For example, a handicapped person is considered a family of one and thus only the earnings of the handicapped individual are considered in income calculation. Contact your local JTPA office for more information about definitions.

ELIGIBILITY DETERMINATION

Determining eligibility of students for services under each part of the Carl Perkins Act is the responsibility of the local school operating vocational programs supported by Carl Perkins funds. Under Title II Part A, six special populations are targeted for Perkins activities (eligibility criteria indicated on p. 8). Other Carl Perkins program funds do not have eligibility criteria, but the Act does encourage participation of the six special populations through the use of all Perkins funds.

EDUCATIONALLY DISADVANTAGED

The preceding chart describes eligibility criteria for Carl Perkins services. It is important to note that, in contrast to JTPA eligibility criteria, **Carl Perkins requires that students be educationally disadvantaged in order to receive special Carl Perkins-funded services**. Only one Carl Perkins activity is directly targeted to serve economically disadvantaged students: the work-study program. Of course, students who are economically disadvantaged (and meet JTPA eligibility criteria) are often educationally disadvantaged as well. Those students will be the direct beneficiaries of the JTPA-Carl Perkins coordinated programs suggested in this manual.

HOW TO USE THE SDA MAP AND CONTACT CHART

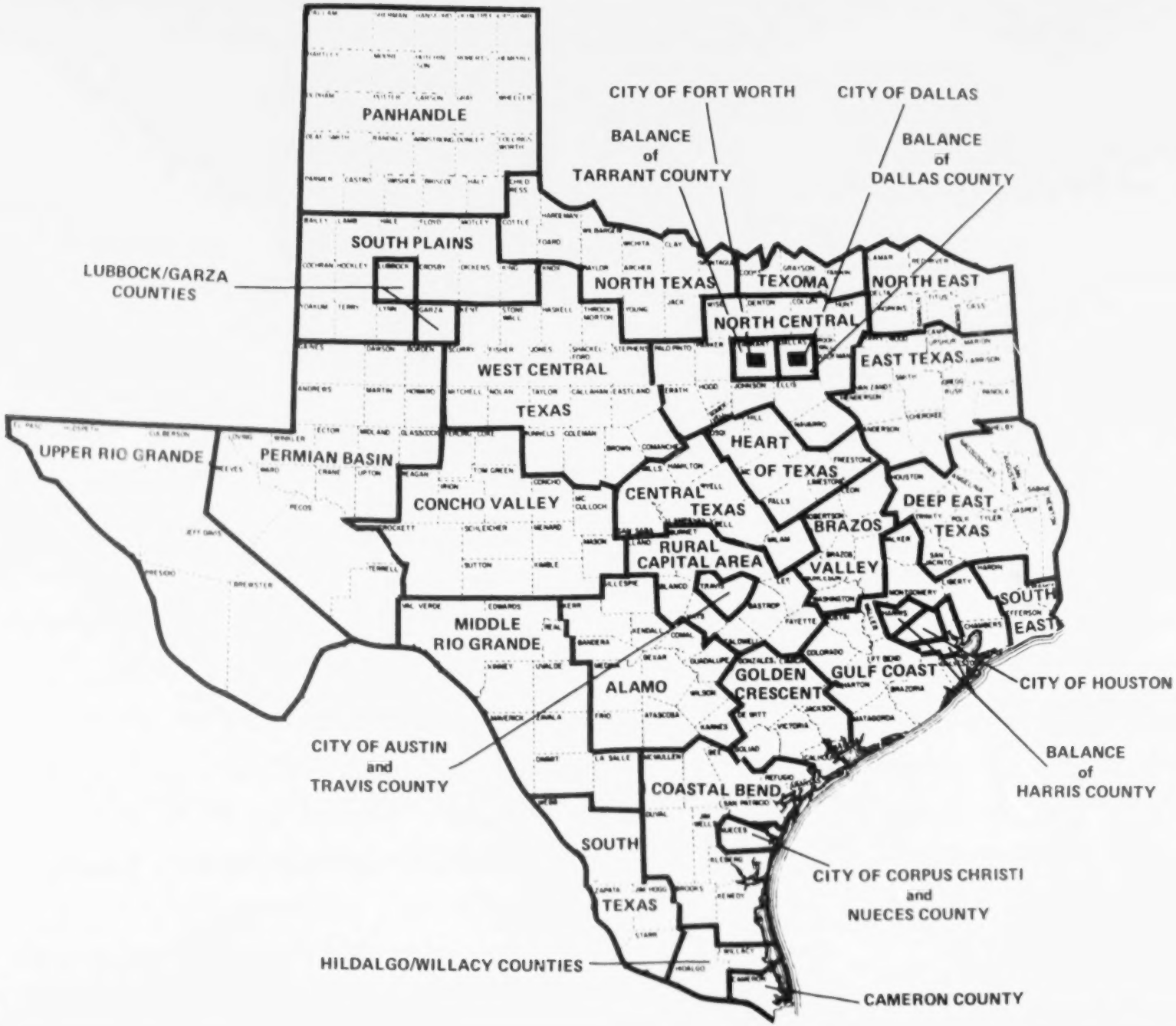
1. To identify the Service Delivery Area in which you reside, locate your county on the SDA map. SDA names and boundaries are superimposed on the county map.

2. Locate your SDA on the contact chart. An administrative JTPA, PIC, and EAS contact are listed for each SDA.

   a. Call the administrative contact for questions about funding, planning, eligibility, etc. This person will be able to help you or direct you to someone who can.

   b. Call the PIC contact concerning PIC decisions and plans. Note: PIC chairpersons are usually available at their places of business.

   c. Call the EAS contact for questions concerning JTPA Title IIA 8% funds, and coordination activities involving school districts and SDAs.


PANHANDLE
SOUTH PLAINS
LUBBOCK/GARZA COUNTIES
CITY OF FORT WORTH
BALANCE of TARRANT COUNTY
CITY OF DALLAS
BALANCE of DALLAS COUNTY
NORTH TEXAS
TEXOMA
NORTH EAST
NORTH CENTRAL
EAST TEXAS
WEST CENTRAL TEXAS
UPPER RIO GRANDE
PERMIAN BASIN
CONCHO VALLEY
HEART OF TEXAS
CENTRAL TEXAS
DEEP EAST TEXAS
BRAZOS VALLEY
RURAL CAPITAL AREA
SOUTH EAST
MIDDLE RIO GRANDE
ALAMO
GOLDEN CRESCENT
GULF COAST
CITY OF HOUSTON
CITY OF AUSTIN and TRAVIS COUNTY
BALANCE of HARRIS COUNTY
COASTAL BEND
SOUTH TEXAS
CITY OF CORPUS CHRISTI and NUECES COUNTY
HILDALGO/WILLACY COUNTIES
CAMERON COUNTY

SDA MAP

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SDA	CONTACTS		
	ADMINISTRATIVE	**EAS**	**PIC**
ALAMO	Stuart Summers City of San Antonio P.O. Box 9066 San Antonio, TX 78285 (512) 299-8080	Ray Gerhardt Professor Texas Lutheran College Seguin, TX 78155 (512) 299-8161	Gloria Iruegas-Martinez PIC Chairperson P.O. Box 9606 San Antonio, TX 78204 (512) 434-2722
AUSTIN, CITY OF/TRAVIS COUNTY	Bill Demestihas Exec Director, PIC 4315 Guadalupe, #303 Austin, TX 78751 (512) 458-3313	Billie Franke Director, Coordinator 6100 Guadalupe Austin, TX 78752 (512) 451-8411	Hank Guerrero PIC Chairperson 2313 South 1st Street Austin, TX 78704 (512) 442-8437
BRAZOS VALLEY	Dale Marsico 504 East 27th Street Bryan, TX 77803 (409) 779-7443	Gayle Todd EAS Chairperson 504 East 27th Street Bryan, TX 77803 (409) 822-0797	Roy Kelly PIC Chairperson Same address as Mr. Todd (409) 776-0791
CAMERON COUNTY	Wanda Garza Exec Director, PIC 302 Kings Hwy., Suite 209 Brownsville, TX 78521 (512) 542-4351	Marie Ramirez Education Liaison 115 Westlaw Street Brownsville, TX 78520 (512) 541-8123	Timo Hinojosa PIC Chairperson 534 Shary Avenue Brownsville, TX 78520 (512) 541-5285
CENTRAL TEXAS	A.C. Johnson Exec Director, COG-JTPA P.O. Box 729 Belton, TX 76513 (817) 939-3771	John Moffitt Central Texas College P.O. Box 1800 Killeen, TX 76540-990 (817) 526-1209	Cecil Johnson PIC Chairperson P.O. Box 1150 Killeen, TX 76540-1150 (817) 526-4105
CONCHO VALLEY	Robert Weaver Exec Director, COG P.O. Box 60050 San Angelo, TX 76906 (915) 944-9666	James Amos Director, Adult Ed. (ISD) 1621 University San Angelo, TX 76904 (915) 655-8450	Billy Willig PIC Chairperson 21 East 6th Street San Angelo, TX 76903 (915) 655-4372
CORPUS CHRISTI, CITY OF	Irma Caballero JTPA Director P.O. Box 9277 Corpus Christi, TX 78469 (512) 880-3170	Feliciano Gallegos Robstown ISD 208 East Avenue H Robstown, TX 78380 (512) 387-2551	Larry Tucker PIC Chairperson 3701 Aransas Lane Corpus Christi, TX 78411 (512) 852-8624
DALLAS, CITY OF	Frank Garza Interim SDA Director 2601 Live Oak Dallas, TX 75204 (214) 670-8421	Bill Priest 7210 Twin Tree Lane Dallas, TX 75214 (214) 238-6209	Sam Spralls PIC Chairperson 407 N. Cedar Ridge Rd. Duncanville, TX 75116 (214) 780-7690
DALLAS COUNTY	Marta Milian Co. Dept. of Human Services 4917 Harry Hines Blvd. Dallas, TX 75235-7792 (214) 920-7843	Lyndon McClure Dallas Co. Community College District (214) 746-2473	Ed Finstad PIC Chairperson 4010 Joseph Hardin, #130 Dallas, TX 75236 (214) 333-4181

SDA CONTACTS

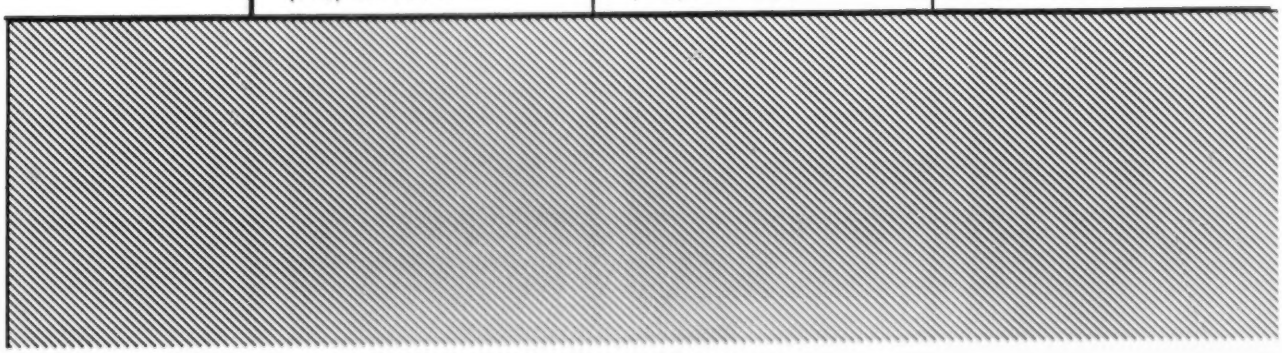
SDA	ADMINISTRATIVE	EAS	PIC
DEEP EAST TEXAS	Betty Brown JTPA Director, COG P.O. Box 1423 Lufkin, TX 75901 (409) 634-2247	Lacy Chimney Asst. Super. (Lufkin ISD) P.O. Box 1407 Lufkin, TX 75901 (409) 634-6696	Floyd Clark PIC Chairperson P.O. Box 700 Coldspring, TX 77331 (409) 653-4654
EAST TEXAS	Wendell Holcombe East Texas COG 3800 Stone Road Kilgore, TX 75662 (214) 984-8641	Margaret Parker EAS Chairperson P.O. Box 3268 Longview, TX 75601 (214) 758-1728	Roy Roundtree PIC Chairperson 109 Forest Hills Pittsburg, TX 75686-0988 (214) 856-3171
FORT WORTH CONSORTIUM	Richard Sapp City of Fort Worth 440 South Main Fort Worth, TX 76104 (817) 870-7530	Bettie Herring Director, Adult/Occup. Ed. 3210 West Lancaster Street Fort Worth, TX 76107 (817) 336-8311	David Newell PIC Chairperson 2501 Gravel Drive Fort Worth, TX 76118 (817) 284-5555
GOLDEN CRESCENT	Cleva Schoener Texas Employment Comm. P.O. Box 2149 Victoria, TX 77902 (512) 578-0341	Carl Dubose Victoria College 2200 Red River Victoria, TX 77901 (512) 573-3291	Bob Neel PIC Chairperson 106 North Esplandre Cuero, TX 77954 (512) 275-2374
GULF COAST	Rodney Bradshaw Houston-Galv. Area Council P.O. Box 22777 Houston, TX 77227 (713) 627-3200	Kenneth Voytek Super. (Hull-Daisetta ISD) P.O. Box 477 Daisetta, TX 77533 (409) 536-6321	Oscar Nelson, Jr. PIC Chairperson P.O. Box 1000 Anahuac, TX 77514 (409) 267-3115
HARRIS COUNTY	Deanie Diamond PIC Director P.O. Box 96100 Houston, TX 77213-6100 (713) 451-4257	Diane Jackson Spring Branch ISD P.O. Box 19432 Houston, TX 77024 (713) 464-1511	Peter Lawless PIC Chairperson 1304 Washington Houston, TX 77017 (713) 941-8387
HEART OF TEXAS	Bobbie Affleck Deputy Exec Director, COG 320 Franklin Waco, TX 76701-2297 (817) 756-6631	Chester Hastings McLennan Comm. College 1400 College Drive Waco, TX 76708 (817) 756-6551	Louis Salinas PIC Chairperson 101 South 18th Street Waco, TX 76701-1739 (817) 753-2423
HIDALGO/ WILLACY COUNTIES	Ramon Cantu Dept. of Community Affairs P.O. Box 1166 Edinburg, TX 78540 (512) 383-0181	Robert Vela Route 4, Box 445 Edinburg, TX 78539 (512) 383-1255	Frank Vecchio PIC Chairperson Vecchio Paving Pharr, TX 78577 (512) 787-5528
HOUSTON, CITY OF	Terry Hudson 1919 Smith Street, # 500 Houston, TX 77002 (713) 654-1919	Cathy Minzberg Houston ISD 3830 Richmond Ave. Houston, TX 77027 (713) 623-5451	Gordon Bonfield PIC Chairperson P.O. Box 2511 Houston, TX 77001 (713) 757-7676

SDA CONTACTS

SDA	ADMINISTRATIVE	EAS	PIC
LUBBOCK/ GARZA	James Latimer Texas Emp. Commission P.O. Box 2858 Lubbock, TX 79408 (806) 763-6416	Helen Payne Meth. Hosp.School of Nursing 2002 Miami Lubbock, TX 79410 (806) 797-0955	Connie Wharton PIC Chairperson P.O. Box 10508 Mail Station 5895 Lubbock, TX 79408 (806) 741-2653
MIDDLE RIO GRANDE	Juan Pablo Velez JTPA Director P.O. Box 1199 Carrizo Springs, TX 78834 (512) 876-3533	Benito Perez Federal Programs (ISD) 805 East Crockett Crystal City, TX 78839 (512) 374-2383	Jose Luis Balderas PIC Chairperson P.O. Box 702 Crystal City, TX 78834 (512) 374-5440
NORTH CENTRAL	Mike Gilmore North Central Texas COG P.O. Drawer COG Arlington, TX 76005-5888 (817) 640-3300	Lonnie Borden Principal, Adams Elem. 1005 South Anglin Cleburne, TX 76031 (817) 645-7012	Vivian Edwards PIC Chairperson 560 West Main, #102 Lewisville, TX 75067 (214) 221-5139
NORTH EAST TEXAS	James Goerke Exec Director, Ark-Tex COG P.O. Box 5307 Texarkana, TX 75505 (214) 832-8636	Larry Johnston Assoc Principal, Texas H.S. 2112 Kennedy Lane Texarkana, TX 75501 (214) 794-3651	James Smith PIC Chairperson P.O. Box 204 Lone Star, TX 75668 (214) 656-6521
NORTH TEXAS	Beverly Larson Regional Planning Commiss. P.O. Box 5144 Wichita Falls, TX 76307 (817) 322-5281	Sandrea Marvel Voc Ed Dir (Wichita Falls ISD) P.O. Box 2570 Wichita Falls, TX 76307 (817) 723-4177	Ron Goldstein PIC Chairperson 4619 Misty Valley East Wichita Falls, TX 76310 (817) 691-0005
PANHANDLE	Loretta Kindsfather Regional Planning Commiss. P.O. Box 9257 Amarillo, TX 79105 (806) 372-3381	Dean Bigham Voc Ed Dir (Amarillo ISD) 910 West 8th Street Amarillo, TX 79101 (806) 376-5531	Linda Pierce PIC Chairperson P.O. Box 7808 Amarillo, TX 79110 (806) 353-7226
PERMIAN BASIN	Willie Taylor JTPA Director P.O. Box 6391 Midland, TX 79711 (915) 563-1061	Joe Rutledge V. Principal, Permian H.S. P.O. Box 3912 Odessa, TX 79760 (915) 366-3652	Dave Cox PIC Chairperson 301 North Grant Odessa, TX 79761 (915) 333-2856
RURAL CAPITAL AREA	Kathy Barrett County Opportunities, Inc. P.O. Box 740 Georgetown, TX 78627 (512) 863-6561	Ann Lessem Education Liaison P.O. Box 740 Georgetown, TX 78627 (512) 863-6561	Raymond Smith PIC Chairperson Route 2, Box 240 Giddings, TX 78942 (409) 542-3030
RURAL COASTAL BEND	Carlos Herrera Exec Director, PIC P.O. Box 1780 Beeville, TX 78104-1780 (512) 358-1676	Doris Choate PIC Administrator P.O. Box 1780 Beeville, TX 78104-1780 (512) 358-1676	Emilio Garza PIC Chairperson P.O. Box 299 George West, TX 78022 (512) 449-9992

SDA CONTACTS

SDA	ADMINISTRATIVE	EAS	PIC
SOUTH EAST TEXAS	Linda Brown Regional Planning Commiss. P.O. Drawer 1387 Nederland, TX 77627 (409) 727-2384	Benton Brockette Voc Ed (Beaumont ISD) 1025 Woodrow Beaumont, TX 77705 (409) 835-3412	Art Spencer PIC Chairperson P.O. Box 701 Port Arthur, TX 77640 (409) 983-3301
SOUTH PLAINS	W.D. Powell, Jr. JTPA Director P.O. Box 610 Levelland, TX 79336 (806) 894-6104	Dale Read Super. (O'Donnell Schools) P.O. Box 487 O'Donnell, TX 79351 (806) 428-4341	T.J. Taylor PIC Chairperson P.O. Box 499 Crosbyton, TX 79322 (806) 675-2373
SOUTH TEXAS	Horacio Acevedo Exec Director, PIC P.O. Box 1757 Laredo, TX 78044-1757 (512) 722-3973	Johnny Myers Laredo ISD 1702 Houston Street Laredo, TX 78040 (512) 727-4101	Mike Villareal PIC Chairperson P.O. Box 127 Laredo, TX 78041 (512) 722-2471
TARRANT COUNTY	Gerald Wright Tarrant Co. Emp./Training 100 East Weatherford Fort Worth, TX 76196-0105 (817) 334-1188	Bettie Herring Fort Worth ISD 3210 North Lancaster Forth Worth, TX 76107 (817) 336-8311	Roger Williams PIC Chairperson P.O. Box 482 Fort Worth, TX 76101 (817) 280-2486
TEXOMA	Siras Browning JTPA Director 10000 Grayson Drive Denison, TX 75020 (214) 786-2955	Same as administrative contact	Jim Crittenden PIC Chairperson East Sam Rayburn Drive Bonham, TX 75148 (214) 583-4212
UPPER RIO GRANDE	John Fuller PIC President 1155 Westmoreland #130 El Paso, TX 79925 (915) 772-5627	Dwight Culver PIC Special Projects Director Same address and phone # as administrative contact	C.S. (Dusty) Rhodes PIC Chairperson 304 Texas Avenue El Paso, TX 79901 (915) 541-2580
WEST CENTRAL TEXAS	Tom Smith Dept. Director, COG P.O. Box 3195 Abilene, TX 79604 (915) 672-8544	Billy Jones Voc Ed Director (Abilene ISD) P.O. Box 981 Abilene, TX 79604 (915) 677-1444	W. Judd Jones PIC Chairperson P.O. Box 5729 Abilene, TX 79608 (915) 672-8544



COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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Texas Education Agency
Austin, Texas